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ABSTRACT

The Oregon State Disadvantaged Child Project provided compensatory education for students residing in the Portland core area. A total of 6,526 students were transported to schools outside the core area where they received instruction in basic skills along with 202 students at the receiving schools. About 500 additional students, mainly residents of the core area, participated in three special projects within the program: one alternative education project with emphasis on basic skills, and two preschool programs primarily for low income children. This report evaluates the results of those programs, based on data obtained from the district-wide testing program for grades three to eight. In general, achievement gains of students in the State Disadvantaged Child Project were smaller than those of other students with whom they were compared. This has been the general result for the past six years, especially for receiving school students in grades six to eight. The report is divided into the following five sections: (1) description of programs; (2) achievement results for program participants; (3) program budget; (4) summary and comments; and (5) appendices with information on the Albina Youth Opportunity School alternative education project for dropouts. (PS)

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1985-86 EVALUATION REPORT

STATE DISADVANTAGED CHILD PROJECT

IN THE PORTLAND PUBLIC SCHOOLS

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
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February, 1987

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STATE DISADVANTAGED CHILD PROJECT

EVALUATION REPORT
1985-86

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INTRODUCTION

The State Disadvantaged Child Project begun in 1967 is a major source of supplementary funds used primarily for the basic educational needs of disadvantaged students. The State law regulating special education services defines these students as those who are socially or culturally deprived to the extent that without supplementary support, they would not profit as well as other students from the regular school programs. Annually, Portland Public Schools has provided $500,000 to the project and the State of Oregon $1 million for a combined total of $1.5 million. In Portland, the concentration of disadvantaged children reside in the low income core area of the District served by eight elementary schools, one middle school, and one high school. Some of these children attend schools outside the core area. In these cases, the concept of "money follows the child" is applied, and funds ordinarily going to support these children are distributed to "receiving" schools to provide special help for them. The receiving schools usually have not qualified for ECIA Chapter I funds as have the "sending" schools, so the funds are used to provide similar services to core area children going to these receiving schools.

In addition to providing support for disadvantaged children in District regular school programs, funds are allocated to the Albina Youth Opportunity School (AYOS), Early Childhood Education (Head Start), and the Preschool Program at Ball School. Nearly all students participating in these programs reside in the area with a high concentration of disadvantaged students.

This evaluation report is divided into four major sections. The first section includes a brief, overall description of the programs which comprise the State Disadvantaged Child Project: (1) sending school programs; (2) receiving school programs; and (3) special programs. Detailed individual school program descriptions are included in the project's proposal to the State. The second section summarizes the achievement data compiled for participating students. The third section includes budgetary information, and the final section is a brief summary.

SECTION I

DESCRIPTION OF PROGRAMS

Sending School Programs

Eight elementary schools, one middle school, and one high school serve students residing within the low income core area of the District. This area has a high concentration of disadvantaged children. The ten schools are referred to as "sending" schools because children residing within the boundaries of these school service areas may attend schools outside the core area. All students who attend the sending schools may benefit from the Project; however, some benefit more than others, depending on their needs and the services provided. The sending schools and the number of students in each grade are shown in Table 1. The total enrollment in these 10 schools at the beginning of October 1985 was 6,526.

All sending schools also qualify and receive support from the District's ECIA Chapter I projects, so qualifying students in these schools could receive benefit directly or somewhat indirectly from the two sources. Chapter I concentrates its efforts on basic skills development of the educationally disadvantaged; i.e., those performing at levels appreciably lower than their grade level peers. The number of Chapter I students in each sending school is shown in Table 2. The Chapter I enrollment in the sending schools was slightly over 1,300.

In the elementary schools and in the middle school the largest portion of the funds were used to provide additional teachers and aides which had the effect of reducing class size and reducing student-to-teacher ratios. Some schools with large numbers of students in a grade reduced average class size within a grade. Others had to accomplish the reduction by combining students in two grades. By having aides in most classrooms, it was possible to increase adult contact with students considerably.

TABLE 1

SENDING SCHOOLS TOTAL STUDENT ENROLLMENT STATE DISADVANTAGED
OCTOBER 1985

SCHOOL	S	PK	K	1	2	GRADE 3	4	5	6	7	8	TOTAL
Boise/Eliot	20	108	129	137	132	95	90	90				801
Buckman	10		48	51	33	51	41	50				284
Humboldt		44	73	96	79	62	52	69				475
Irvington	8		64	85	90	81	65	97				490
King	2	119	125	102	78	80	50	59				615
Sabin	1	131	73	97	95	69	72	76				614
Tubman	24								216	181	172	593
Vernon		112	131	97	85	82	63	63				633
Woodlawn	22	77	108	114	79	57	59	42				558
Total	87	591	751	779	671	577	492	546	216	181	172	5,063

SCHOOL	S	GRADE 9	10	11	12	Total
Jefferson	68	399	419	302	275	1,463

S = Special Education
PK = Pre-Kindergarten

TABLE 2

CHAPTER I STUDENT ENROLLMENT IN SENDING SCHOOLS
MAY 1986

SCHOOL	S	PK	K	GRADE 1	2	3	4	5	6	7	8	TOTAL
Boise/Eliot				42	44	25	31	22				164
Buckman				31	16	28	18	23				116
Humboldt			1	7	27	20	24	33				112
Irvington			7	20	19	12	10	10				78
King		19	49	35	52	21	18	26				220
Sabin				34	21	27	32	22				136
Tubman									49	36	27	112
Vernon			64	38	42	47	31	29				251
Woodlawn			1	39	29	24	22	19				134
Total		19	122	246	250	204	186	184	49	36	27	1,323

SCHOOL	GRADE 9	10	11	12	Total
Jefferson	135	95	23	30	283

S = Special Education
PK = Pre-Kindergarten

Two schools expanded or enriched their curricula by providing teachers for physical education, and two increased library resources by adding personnel. Another used funds for a particular learning system and a special teacher. Three arranged for additional secretarial support for the school and another was able to provide the services of a Child Development Specialist. These resources, too, were largely directly in support of instruction.

Five schools, including the high school, employed a community agent who served as liaison between the school and the community, particularly parents. The purpose was to stimulate parent involvement which, traditionally, has not been extensive for parents of disadvantaged children. Another school involved parents in volunteer work and parent classes. The community agent usually assisted with many after-school and off-campus activities including field trips arranged to enable disadvantaged children to share experiences which most non-disadvantaged children have. This resource was indirectly in support of instruction.

At Jefferson High School, the State Disadvantaged Child Project complemented the school's Chapter I program. Chapter I classes provided instruction in reading and math for low performing students. The State Disadvantaged Child Project provided support for lower level classes in English, social studies, health and some math classes. Each English class had from 12 to 15 students who had not met the minimum graduation standards in language usage, mostly ninth graders. In these classes grammar and basic writing skills were taught.

In the lower level social studies and health classes, students learned about the same material as students in other classes, but they used material at a lower reading level. Most students enrolled in these lower level classes were also enrolled in Chapter I reading and/or math programs. Instructional support for the lower level social studies and health classes was provided by District general and State Disadvantaged Child Project funds.

In addition to the focus on achievement in academic subjects, Jefferson also attempted to improve behaviors such as attendance and self-image. Behavior management and varied teaching strategies were matched with target students to increase successful learning experiences. By starting with grades 9 and 10

students and projecting upward, it is anticipated that disadvantaged students will be able to participate more fully in grades 11 and 12.

Receiving School Programs

Six schools received students from the inner city core area, one with students in grades K to 5 and the others with students in grades 6 to 8. The schools and the number of students in each grade served by the State Disadvantaged Child Project are shown in Table 3. Altogether, 202 students were served by the project in the receiving schools, with 85 percent in grades 6 to 8. None of the receiving schools met the socio-economic qualification for ECIA, Chapter I support; therefore, in these schools the funds were used in much the same manner as in the Chapter I schools.

TABLE 3

RECEIVING SCHOOL STUDENTS, 1985-86

SCHOOL	GRADE 1	2	3	4	5	6	7	8	TOTAL
West Sylvan						2	5	6	13
Alameda			8	14	8				30
Beaumont						31	28	29	88
Binnsmead						2	5	8	15
Fernwood						19	15	13	47
Gregory Heights						1	2	6	9
Total			8	14	8	55	55	62	202

The selection of students for programs in the receiving schools was based on the students received from the core area sending schools. Lower performing students received from the sending schools comprised the key population; however, some higher-performing students received services for reasons other than their academic achievement, e.g., role models. Some receiving schools exercised the option of including local resident students in a ratio not to exceed two resident students to one transfer student -- an arrangement intended to preclude resegregation and promote the objectives of the desegregation program. Most students in the State Disadvantaged Child Project were expected to be low-achieving students comparable to those in Chapter I programs.

One school used all of its allocations for a certified teacher, while another divided its allocation among a teacher, an aide, computer software, and supplies. Three more schools used all or major portions of their allocations for aides, with one also employing a community agent. The remaining school used its funds for a computer and computer software to be used by targeted students.

Targeted students in the K-5 school were selected for special instruction in much the same manner as students for Chapter I programs. Students were given basic skills instruction in reading and/or math. For some students, the project teacher provided supplementary instruction in a separate setting; otherwise, the teacher teamed with regular classroom teachers and assisted targeted students particularly with math. This school also provided the services of a social worker and basic skills aide.

There were essentially two arrangements for middle school students. In one, students received supplementary instruction in a separate setting outside the regular classroom. In the other, support was provided largely by aides who worked in regular classrooms along with the teacher. Nearly all instruction was like tutoring in the basic skills areas and mainly in reading and math.

In addition to effort directed at improving basic skills achievement, some attention was given to home/school relations and other affective areas. Specifically, the community agent supported by the project in one school served all administrative transfer students as liaison between their homes and the school. Aides in the classrooms at another school served to promote interpersonal relations and cultural awareness among students. Some schools provided cultural experiences and encouraged transfer student participation in special school or extracurricular activities. Higher achieving transfer students often participated in many of these activities along with other transfer students, but they are not counted as State Disadvantaged Child Project students.

Special Programs

The special programs to which State Disadvantaged Child Project funds were supplementary allocations included Albina Youth Opportunity School (AYOS), Early Childhood Education (Head Start), and the Preschool Program at Ball School. Each program was unique and served a different population of students.

Albina Youth Opportunity School -- AYOS is a nonprofit, private alternative school serving students of middle and high school age. It began in 1967 as a storefront school for dropouts. Since then, AYOS has become an alternative to which students who are unable to cope with regular schools are referred for special intervention. Most of the funds to support AYOS come from sources other than the District.

Students referred to AYOS were largely low achievers with a wide range of behavior problems, many of which resulted in juvenile court involvement. They had a history of irregular school attendance and problems in school frequently resulting in suspensions and/or expulsions. Many were unable to attend to learning tasks for the duration of a class period and, as a result, were unable to keep pace with regular classes. They were often on the verge of dropping out or being suspended or expelled. These students required services beyond those the public schools were able to provide, and AYOS was the alternative. The main feature was more individual attention in a small, more compatible group setting.

Besides a state approved basic skills curriculum, AYOS offered concentrated individual counseling, and extensive personal attention in class made possible by a low student to teacher ratio. The curriculum included courses in math, language arts, developmental reading, science, physical education, and components of social studies. Several mini courses frequently featuring outside speakers were offered. Counseling and some work with parents was accomplished largely by a counselor/advocate who also utilized resources of various human service agencies.

The primary goal of AYOS is to return students to regular schools, and students were encouraged to return. When students appeared ready to return,

they received assistance and guidance in making the transition. Dual enrollment; i.e., simultaneous enrollment in a public school and AYOS, was an option available to facilitate the process. A more detailed description of the AYOS program may be found in the school's annual report, which is appended.

Early Childhood Education (Head Start) -- Most of the support for the program, often referred to as the headstart program, was from the Department of Health and Human Services through the Administration for Children, Youth, and Families. The State Disadvantaged Child Project provided partial funding. The purpose of preschool instruction was to strengthen language, personal/social, and cognitive skills of disadvantaged children to enable them to succeed subsequently in regular school programs. The curriculum covered nine subject areas: emotional development, social development, language development, cognitive development, large motor development, small motor development, numerical concepts, art, and music. Classroom activities were arranged to alternate between large and small group activities. Special services of a speech therapist, social service aide, and bus aide, backed by a variety of health and social service agencies were also provided.

Parent involvement was especially encouraged, recognizing that parents are a strong influence on the educational outcomes of their children. Time was made available for teachers to work with parents, and home visits were required, particularly at the beginning of the school year.

Preschool Program at Ball School -- The State Disadvantaged Child Program provided partial funding for the Ball Preschool Program. Two groups of 20 students each were served each day -- one in the morning and another in the afternoon.

The Ball School program was an attempt to introduce students to the regimen of formal education, and to assist them on their way to better academic achievement. The curriculum included language, numerical, small- and large-motor, social, and self-help skills. Some of these skills were taught in the context of art and music. Students participated in both large- and small-group activities conducted by a certified teacher and an aide. Parents were encouraged to participate in classroom instruction as well as in other

activities ordinarily planned to include parents, e.g., conferences, field trips. A critical part of parent participation was the rationale that student learning would carry over to the home.

The students and their families had access to a variety of services. These included family, health, speech, psychological and transportation services within the context of the school. A Family Service Coordinator and staff provided access to a variety of services. Health, speech, and psychological services were provided from within the school system. Transportation to and from school was provided to enable students who needed it to participate. The program was expected to serve largely students in or near the Ball School service area.

SECTION II
ACHIEVEMENTS OF THE PROJECT

The achievements of the State Disadvantaged Child Project are presented in terms of the programs which comprise the Project. This section is divided according to the programs described in Section I.

Sending School Programs

Generally, all students in the sending schools benefit from the services provided through the State Disadvantaged Child Project. One evaluation compares the performances of the students enrolled in the sending schools with those of District students in each grade -- the latter group viewed as a normative population. The sending schools also have Chapter I programs which serve students who meet the qualifications for services in basic skills instruction. The second evaluation compares the performances of these Chapter I students with those of the State Disadvantaged Child Project students attending receiving schools and also with those of other Chapter I students in the District -- all three groups meet similar qualifications for services in basic skills instruction.

Comparable achievement data across all sending schools were obtained from the Districtwide testing program which uses the Achievement Levels Tests in reading, math, and language usage for grades 3 to 8. In interpreting the results, it should be noted that eight of the nine sending schools were elementary schools with students in grades up to 5. The other, a middle school, had students in grades 6 to 8. Therefore, the data are fairly representative of core area students in grades 3 to 5 but not necessarily representative for grades 6 to 8. Table 1, presented earlier, shows a considerably smaller number of students in grades 6 to 8 than in the lower grades, indicating that many students of middle school age residing in the core area do not attend this one sending school.

Achievement results, expressed in terms of RIT scores[1], comparing the performances of the sending school students with those for the remaining students in the District and with all District students are shown in Table 4. The results show that the Fall and Spring scores of the sending schools were below those for the total District and other students in all grades and in all subjects. The differences tended to be about a half to a full grade lower in each subject with the differences appearing increasingly larger through successive grades. The project provides supplementary support for sending schools whose students have historically scored below the District averages, and the need for the support remains.

In comparing the fall-to-spring gains of the sending schools in each grade with the average District gains over the last five years, the gains for the sending schools tended to be about equal or nearly equal to the District average gains in reading, but in math and language usage the gains were more consistently smaller. An implication of this finding could be that in the sending schools, with each successive grade there is a tendency for the average achievement scores to become increasingly further below the District averages. Nearly all District schools have only three grades over which to observe the trend, so longitudinal data become increasingly more important to individual schools in making this observation. In the District, more attention has been devoted to math recently, and the individual schools should use past records to monitor the effect of the increased attention.

All sending schools also had Chapter I programs, and it seemed reasonable to examine the achievements of students in these programs separately. Table 5 contains results comparing the performances of Chapter I students in the sending schools with those of other District Chapter I students and with project students in receiving schools. Each group is expected to be somewhat comparable in terms of academic achievement, inasmuch as members were selected for participation based on similar criteria.

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1 RIT scores are equal interval scale scores derived by a special calibration technique commonly referred to as the "Rasch Model." The valid score range of the current tests is about 140 to 270.

TABLE 4

ACHIEVEMENT RESULTS FOR SENDING SCHOOLS, OTHER DISTRICT SCHOOLS, AND TOTAL DISTRICT, 1985-86

GRADE	GROUP	READING RIT				MATH RIT				LANGUAGE USAGE RIT			
		N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
3	Sending	503	187.13	193.18	6.05	505	183.57	194.39	10.82	497	191.97	194.82	2.85
	Other	2,760	192.19	197.75	5.56	2,781	187.80	199.48	11.68	2,737	195.68	199.66	3.98
	Total	3,263	191.41	197.05	5.64	3,286	187.15	198.70	11.55	3,234	195.11	198.92	3.81
4	Sending	427	194.32	201.82	7.50	428	194.55	203.10	8.55	428	194.62	202.80	8.18
	Other	2,542	198.81	205.43	6.62	2,559	199.51	207.80	8.29	2,531	199.80	206.87	7.07
	Total	2,969	198.16	204.91	6.75	2,987	198.80	207.13	8.33	2,959	199.05	206.28	7.23
5	Sending	481	201.91	207.92	6.01	483	203.06	209.62	6.56	480	202.18	208.39	6.21
	Other	2,629	206.04	210.62	4.58	2,644	207.60	214.68	7.08	2,617	206.78	211.95	5.17
	Total	3,110	205.40	210.20	4.80	3,127	206.90	213.90	7.00	3,097	206.07	211.40	5.33
6	Sending[1]	204	206.51	210.53	4.02	204	207.29	212.77	5.48	200	206.76	211.50	4.74
	Other	2,723	210.53	215.14	4.61	2,741	212.58	219.79	7.21	2,721	210.42	215.49	5.07
	Total	2,927	210.25	214.82	4.57	2,945	212.21	219.30	7.09	2,921	210.17	215.22	5.05
7	Sending	155	211.46	213.95	2.49	158	211.19	216.00	4.81	163	210.47	213.45	2.98
	Other	2,809	215.66	219.79	4.13	2,828	219.93	225.57	5.64	2,815	215.54	219.30	3.76
	Total	2,964	215.44	219.48	4.04	2,986	219.47	225.06	5.59	2,978	215.26	218.98	3.72
8	Sending	151	217.53	221.56	4.03	157	219.37	223.22	3.85	154	216.07	218.60	2.53
	Other	2,790	221.27	224.73	3.46	2,797	226.88	231.13	4.25	2,787	219.96	223.48	3.52
	Total	2,941	221.08	224.57	3.49	2,954	226.48	230.71	4.23	2,941	219.76	223.22	3.46

[1] Only one sending school had students in grades 6 to 8 resulting in the smaller N in these grades.

TABLE 5

ACHIEVEMENT RESULTS FOR CHAPTER I STUDENTS IN SENDING SCHOOLS,
CHAPTER I STUDENTS IN OTHER CHAPTER I SCHOOLS,
PROJECT STUDENTS IN RECEIVING SCHOOLS, 1985-86

GRADE	GROUP	READING RIT				MATH RIT				LANGUAGE USAGE RIT[1]			
		N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
3[2]	Sending Ch-I	124	171.76	180.58	8.82	118	170.31	184.75	14.44	---	---	---	---
	Other Ch-I	360	171.64	179.92	8.28	219	172.81	187.72	14.91	---	---	---	---
	Receiving	7	177.71	188.86	11.15	---	---	---	---	---	---	---	---
4	Sending Ch-I	104	180.42	188.75	8.33	135	183.25	192.58	9.33	---	---	---	---
	Other Ch-I	284	181.58	189.01	7.43	207	185.06	195.07	10.01	---	---	---	---
	Receiving	13	192.15	202.46	10.31	---	---	---	---	---	---	---	---
5	Sending Ch-I	102	184.78	192.28	7.50	131	191.78	199.77	7.99	---	---	---	---
	Other Ch-I	255	186.88	193.60	6.72	218	190.87	198.50	7.63	---	---	---	---
	Receiving	8	190.25	194.88	4.63	---	---	---	---	---	---	---	---
6[3]	Sending Ch-I	19	199.58	204.89	5.31	24	200.38	207.83	7.45	---	---	---	---
	Other Ch-I	250	192.13	198.79	6.66	263	196.84	204.52	7.68	---	---	---	---
	Receiving	37	197.22	201.78	4.56	45	200.31	204.89	4.58	37	196.14	199.78	3.64
7	Sending Ch-I	19	203.53	204.74	1.21	15	206.60	211.60	5.00	---	---	---	---
	Other Ch-I	213	198.69	204.77	6.08	206	202.26	208.44	6.18	---	---	---	---
	Receiving	48	198.21	203.46	5.25	50	207.74	210.84	3.10	47	203.17	203.96	0.79
8	Sending Ch-I	10	204.30	210.20	5.90	9	209.33	212.78	3.45	---	---	---	---
	Other Ch-I	180	199.61	205.69	6.08	230	207.54	214.20	6.66	---	---	---	---
	Receiving	54	208.04	210.65	2.61	53	211.77	216.64	4.87	53	208.43	210.60	2.20

1 District Chapter I did not have language usage programs in 1985-86.
2 Only one receiving school had students in grades 3 to 5. Program provided for reading only.
3 Only one sending school had students in grades 6 to 8 resulting in smaller N for these grades.

In grades 3 to 5, the achievement gains of the sending school Chapter I students were larger than those of the other Chapter I students in reading. In math their gains were smaller in grades 3 and 4, but larger in grade 5. Only the middle school had students in grades 6 to 8. In these grades the gains of the sending school Chapter I students were smaller in both reading and math for all grades. Portland Public Schools Chapter I has not had language usage programs since 1983-84. The findings for only one school in grades 6 to 8 are interpreted with caution.

Only one receiving school was an elementary school with students in grades 3 to 5. This school served only a small number of State Disadvantaged Child Project students and only in math; therefore, comparisons of sending school Chapter I performances with those of the receiving schools in this instance are not meaningful.

Five of the six receiving schools were middle schools with students in grades 6 to 8; however, only the one sending school had Chapter I students in these grades. Although only one Chapter I school is involved here, the number of students in each grade and subject is large enough for some interpretations. These, however, are made with caution considering that only one school is involved and the fact that not only was it the school's first year in a new location and in a newly remodeled facility, but many other changes occurred simultaneously, e.g., principal, staff, and student population changes.

In grade 6, the gains of sending school Chapter I students were larger than those of receiving school students in both reading and math. In grades 7 and 8 the results were mixed, however. In reading, the sending school Chapter I students in grade 7 made appreciably smaller gains than receiving school students, but in grade 8 the sending school students made much larger gains. In math the results were reversed, i.e., in grade 7 the sending students made larger gains, but the gains for grade 8 were smaller. The mixed results for grades 7 and 8 could be a function of the relatively small number of sending school Chapter I students. On the other hand, there were fairly large numbers of receiving school students in each grade, and the small gains in grade 7

math and grade 8 reading relative to all others make it difficult to interpret these findings. More data are needed, particularly with regard to the sending school to determine the performances of students in grades 6 to 8.

In general, for students in the elementary and middle schools it appears that the best source of data for comparing performances of sending school Chapter I students are the sending schools themselves and other Chapter I groups. Data from total District and State populations and national norms can be used to provide broader perspectives. Although subgroup and individual school achievement data have been compiled each year, interpretations depend on knowing the unique and significant qualities of each school program. Schools are encouraged to examine data for their schools in light of the particular qualities of their programs.

At Jefferson High School, Project funds enabled the school to offer skill level classes in English, social studies, mathematics, and health, as mentioned earlier. A majority of the students in these classes are also enrolled in the school's Chapter I reading and/or math programs. The Jefferson Chapter I reading program used a different test than the other Chapter I high schools to evaluate its program, but the same test, the PALT, was used in the math program. It seemed reasonable to examine the math scores of the Chapter I students.

Five of the six Chapter I high schools had Chapter I programs in math and achievement levels tests were administered in Fall 1985 and Spring 1986 to these Chapter I students. Comparisons of the math scores of Jefferson Chapter I students with those of the combined Chapter I students in the four other high schools seemed appropriate for evaluation purposes. Results for the comparisons are shown in Table 6.

TABLE 6

MATH RIT SCORES FOR JEFFERSON AND
OTHER HIGH SCHOOL CHAPTER I STUDENTS, 1985-86

GRADE	GROUP	N	FALL RIT	SPRING RIT	GAIN RIT
9	Jefferson	37	204.32	208.43	4.11
	Other H.S.	140	207.96	215.14	7.18
10	Jefferson	7	200.00	206.86	6.86
	Other H.S.	34	203.62	210.29	6.67
11	Jefferson	--	--	--	--
	Other H.S.	8	206.38	213.88	7.50
12	Jefferson	--	--	--	--
	Other H.S.	13	205.92	212.85	6.93

The results for the Jefferson Chapter I students showed a smaller gain than other Chapter I students in grade 9, but about the same gain in grade 10. Jefferson did not include any grade 11 or 12 students in its Chapter I math program. Based on the achievements of other students in all grades, the overall gains of the Jefferson students in math were slightly less than the average of other Chapter I students. The number of Jefferson and other high school students for whom both Fall and Spring scores were available is about 40 percent of all students in Chapter I math programs; therefore, the results are interpreted with caution.

Receiving School Programs

Table 3 showed a total of 202 students in grades 3 to 8 were identified as State Disadvantage Child Project students in the six receiving schools. With one exception, the number of students in each school, and especially in each grade, was too small for reasonable interpretations for grades within schools, so data were pooled across the schools for analysis. The results are included in Table 5 along with those for Chapter I students in the sending schools and remaining (Other) District Chapter I students. Results for receiving school students in grades 6 to 8 include scores for all three subjects even though

some may not have received supplementary instruction in the given subject; most, however, received help in both reading and math. The results can also be compared to those reported for project students in earlier years.

Table 3 shows that only one of the six receiving schools had students in grades K to 5; the others were middle schools with students in grades 6 to 8. Results in Table 5 show that in reading, Project students in grades 3 and 4 of the K-5 school made larger gains than the other Chapter I students but smaller in grade 5. This sending school provided program support in reading only; Portland Chapter I does not have a language usage program. A consideration of the results for this school over six years tends to indicate a possible school effect with average or better gains obtained in most years in reading, math, and language usage.

The five middle schools had a total of 153 Project students with both a Fall and Spring score in one or more subjects. It was noted in preparing the data for analysis that there appeared to be no consistent differences among the schools in terms of gains for all grades by subjects. The receiving school gains were compared with those of the Other Chapter I groups; comparisons with sending school Chapter I were described earlier.

The gains of the middle school Project students in the receiving schools were smaller than those of the other Chapter I students in both reading and math for all three grades. Compared to District averages shown in Table 4, with the exception of grade 7 reading and grade 8 math, the gains of the receiving school Project students were smaller than District average gains in all grades and subjects including language usage. Data accumulated over five years or more indicated that the gains of receiving school students in grades 6 to 8 have more frequently been smaller than those of Chapter I or District students in most grades and subjects. While there are some variations among the schools, none of them appeared to show consistently larger or smaller gains than the other schools over the years. The schools were advised of this finding during the year, and a meeting was held to seek ways to make improvements.

Special Programs

Albina Youth Opportunity School (AYOS) -- AYOS received students at all times during the school year and attempted to facilitate their return to regular schools or other satisfactory placement. Students were expected to remain enrolled at AYOS until the end of a grading period or until they were satisfactorily placed. During the 1985-86 school year, AYOS enrolled 107 students. The year-end report submitted by the school (Appendix A) provides information on the educational program, various student characteristics, student achievements, and services provided by the school.

Although students could remain enrolled at AYOS for a full school year, the wide majority did not. The average duration of stay continued to be about five months. Major characteristics of the students showed a typical student was an African-American male (53 percent), lived in Northeast Portland (63 percent) with only the mother (50 percent), was referred by Jefferson High School (49 percent) mainly for attendance reasons (51 percent). Many students also demonstrated various behavior problems and may have been detained at Hillcrest or MacLaren or were Wards of the Juvenile Court. AYOS had facilities and staff to handle Special Education students and 24 were enrolled; about six to ten were enrolled at any given time.

Due to the turnover of students, AYOS provided reports on enrolled students each month (see form in Appendix B) in addition to the annual report. A summary of the annual report data showed that an average of about 38 students were enrolled at any given time; nine were Special Education. Almost ten new students were enrolled each month and about the same number exited each month. Of the 103 students accounted for in the monthly reports, 81 were counted as exiting AYOS during the year. Twelve were returned to Portland Public Schools, and 25 more were returned to other satisfactory placements (e.g., GED, out-of-District public school, other educational institutions). The remaining withdrew for unknown reasons or exited for other reasons (e.g., expelled/suspended, runaway).

Students earned credit for work accomplished at AYOS, and this credit was accepted at Portland high schools. The Special Education students accounted for 22 percent of the total student population, but nearly 30 percent of the total credits awarded to students. On the average, each student earned 3.39 quarter credits in the various subjects at AYOS. The fact that AYOS required, and had arrangements for, students to make up "lost" time and work to maintain their enrollment, perhaps was the incentive for students to earn credit.

AYOS continues to offer its alternative education program to students as it has been doing for the past 20 years. While there have been improvements in the program over the years, there have not been major alterations in the program or outcomes for students. It should be noted that in February 1983 another institution, the Portland Opportunities Industrialization Center (POIC), began accepting students much like those of AYOS with some from the same neighborhood high schools. Enrollment of students at POIC has not affected the enrollment at AYOS appreciably.

Early Childhood Education (Head Start) -- Most of the funds for the Head Start programs came from the Department of Health and Human Services Administration for Children, Youth, and Families, and evaluations are conducted jointly by the Region X Office and the schools. The program prepares its own self-evaluation according to Federal guidelines, and each year, the Region office makes visits for observations and reviews. The evaluations include compliances with various, and numerous, administrative requirements as well as student data and performances.

Each year a total of about 350 students are served. Established requirements for numbers of handicapped students and numbers above the accepted poverty level must be met. Each year about 50 percent of the students are African-American, 30 percent European-American, and the remaining 20 percent are largely Asian-American.

The program ordinarily serves 305 students at any given time. During the 1985-86 school year, 42 students dropped out but each was quickly replaced

bringing the total number served to 355. They ranged in age from 3 to 5 years old at the time of their enrollment with nearly 90 percent being four years old. For a few students, this was their second year of enrollment in Head Start. The average daily attendance of the students for three selected months of the year was 85 percent.

Nearly all students received medical and/or dental services during the year, and all immunizations was completed for 298 who needed them before starting school. During the year, students were screened to determine any handicapping conditions. Twenty-five handicapped cases were diagnosed; the most prevalent being speech impairment with 15 cases.

Preschool Program - Ball School -- Ball School had two half-day preschool classes, a half-day kindergarten class and a full-day kindergarten class, all of which precede entry into grade one. This assortment of classes was arranged to overcome the apparent needs of students as they entered grade one. Students at John Ball have had a history of not being ready for a full day of school in the first grade, and the program was an attempt to alleviate the deficiencies. The State Disadvantaged Child Project provided approximately 50 percent support for the operation of the two half-day preschool classes and Chapter I the remaining portion. The 1986-87 program is fully supported by general funds.

Each class had a capacity of 20 students each, and each operated at capacity essentially at all times. The school maintained a waiting list of about 15 students at all times so any vacancies were filled immediately. A total of 53 students were enrolled during the year with 40 enrolled at any given time. Most students came from the Ball School service area with a few coming from adjacent areas. Enrollment was on a first-come basis. Ball School had preschool classes the previous year, so the system of notification of parents was in place.

The program operated in much the same manner as other District preschool classes, except no snacks were served. There were insufficient funds to

provide this service. The curriculum featured the basic skills, social skills, large- and small-motor skills, and art and music. The Portland Chapter I-developed Early Childhood Education Record of Goal Mastery and the Brigance Diagnostic Assessment of Basic Skills were used to assess student performance.

A unique feature of the program was an effort to involve parents especially in instructing students including their own at home. Early in the school year, parents were invited to attend a meeting to learn about the preschool program and how they could participate. One feature was to schedule parents to assist in language arts instruction three days each week. Another was to involve parents in make-and-take after-school sessions where they learned to make materials, e.g., play dough, macaroni beads, etc., to use in teaching their children at home. Parent participation was judged to be quite satisfactory during the year.

SECTION III
PROGRAM BUDGET

The distribution of the total budget for schools and programs is shown in Table 7. Of the total budget, 75.8 percent was allocated to the sending schools, 8.6 percent to the receiving schools, and 15.6 percent to the special programs and services. Based on the allocations to the schools, the average cost per project student in the sending schools, which includes all students attending these schools, was about $170. The average cost per project student in the receiving schools was about $640.

TABLE 7

EXPENDITURES OF STATE DISADVANTAGED CHILD PROJECT
1985-86

SENDING SCHOOLS	EXPENDITURES	
Boise/Eliot	$ 149,195	
Buckman	53,816	
Humboldt	119,816	
Irvington	69,285	
Jefferson	193,440	
King	144,245	
Sabin	72,728	
Tubman	101,796	
Vernon	124,411	
Woodlawn	108,559	1,137,291
RECEIVING SCHOOLS		
Alameda	12,272	
Beaumont	50,820	
Binnsmead	14,630	
Fernwood	38,143	
Gregory Heights	7,846	
West Sylvan	5,115	128,826
Special Programs/Services:		
Albina Youth Opportunity School	$ 33,300	
Pre-School Program - Ball School	25,000	
Early Childhood Education	85,253	
Evaluation (Services)	17,000	
Grants Management (Service)	25,330	
Pupil Services	48,000	233,883
Total Expenditure		$1,500,000

SECTION IV
SUMMARY AND COMMENTS

The State Disadvantaged Child Project provided support largely for students residing in the Portland core area served by nine elementary schools and one high school. Resident students transported to six schools outside the core area received instruction in a similar fashion as Chapter I in their respective receiving schools. About 6,500 students were served by the Project in the core area sending schools, and 202 more were served in the six receiving schools. A common focus of the State Disadvantaged Child Project in sending and receiving schools was achievement in the basic skills.

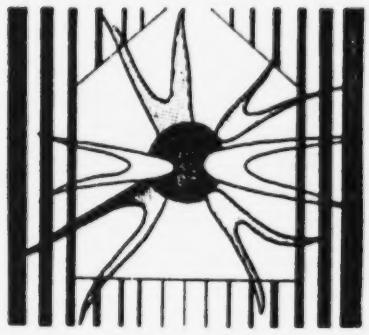
Partial support was provided to three special programs which served special groups of students largely residing within the core area. One was an alternative education program with emphasis on basic skills; the other two were preschool programs primarily for low income children. About 500 more students were involved to a significant extent with these special programs. Altogether, about 7,200 students were served by the State Disadvantaged Child Project.

The central focus of most programs was basic skill achievement with the bulk of the evaluation data obtained from the Districtwide testing program for grades 3 to 8. In general, RIT score achievement gains of students in the State Disadvantaged Child Project were smaller than those of other students with whom they were compared. In the last six years, there have been occasions when Project students have made larger gains than their comparison groups; however, more often their gains have been smaller, particularly for receiving school students in grades 6 to 8.

A P P E N D I X A

Albina Youth Opportunity School
Year End Report for 1985-86

ALBINA YOUTH OPPORTUNITY SCHOOL INC.
3710 North Mississippi • Portland, Oregon 97227 • Telephone (503) 288-5813



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ALBINA YOUTH OPPORTUNITY SCHOOL

YEAR END REPORT

SY1985-1986

Submitted to

Office of

Ernest E. Hartzog

Assistant Superintendent

June 30, 1986

Albina Youth Opportunity School (AYOS) was founded in 1967 with a mission to provide an educational alternative for street kids and dropouts from the public school system. Located in Northeast Portland, the primary goal of AYOS was to attract and educate disadvantaged minority youth.

The problem in 1967 was developing and maintaining an open educational environment that allowed young people enough physical space and at the same time maintained a strict code of conduct for classroom behavior and academic achievement. Key to the concept of an open landscape was the desire to design a curriculum that paralelled the scope and sequence of the public school curriculum but that featured totally self-paced individualized instruction in the basic skills of mathematics, reading, and language as well as in science,history, health and special projects.

Over the years, the staff at AYOS has been able to develop a program for the areas of disadvantaged youth that includes the best features of an individualized program and the regular program used by district high schools. There have been enhancements and modifications to the program so that in school year 1985-1986 the best program available for the client population served was effectively utilized.

POPULATION

Between September 1985 and June 1986, AYOS served 107[1] students. The typical AYOS student lives in Northeast Portland (Table 1) with a female head of household (Table 2); is a student from Jefferson High School (Table 3) with poor attendance (Table 4) and is an Afro-American male (Table 5). Many students referred to AYOS have demonstrated socially unacceptable behavior in the classroom and in other social settings; may have been detained at Hillcrest School for Girls or MacLaren School for Boys or are wards of the juvenile court.

Some students reach their junior year in high school but have accumulated few credits toward graduation. Students have all levels of academic skills but few have developed the discipline necessary to attend to school work and a good number experience frustration and are not able to cope with the responsibility of high school. In addition to coping with the organizational structure of the regular high school, about 22% of the students at AYOS have been diagnosed as learning disabled. With such a diverse population, AYOS designed a counseling and educational program to meet the academic and behavioral needs of students.

COUNSELING

SY 85-86, the counseling program focused on three areas which included attendance, behavior and academic placement and accountability.

In the area of academic placement and accountability, the goal

[1] See TABLE 5.

was to pretest each new client for grade level competence in math and reading. This was accomplished 100% in that all students who entered AYOS were pretested and placed on the levels consistent with their academic ability. Contacts with the home school counselor provided additional information and insight into the behavioral and attendance problems of the youngsters.

In order to modify student behavior with regard to attendance and social interaction, each student entering AYOS was required to enter into a contract which outlined acceptable academic and behavioral standards consistent with the identified needs of the particular student. This contract was provided to each student, his or her parents or probation officer and the teacher. After an intake interview the student and his family discussed the contract and signed it. The agreement essentially bound students to attend classes on a daily basis and to follow the rules of the school; additionally, students agreed to participate in the learning activities designed for his or her academic progress.

Students who violated the contract were counseled and parents were contacted to monitor student behavior at home. The failure of the student and parents to honor the contract resulted in probation and/or expulsion from AYOS. Eight students were expelled in 1985-86 with the option of re-enrollment the following term. All students returned.

The counselor keeps a daily contact sheet on each student and records student contacts for any reason that may interfere with

the students' academic success. Such close monitoring is necessary with the client population not only for accountability to funding agencies but more importantly, for revising goals and objectives for academic performance and behavioral modification.

ACADEMIC PROGRAM

The academic program for 1985-86 focused on assisting students to earn credits in the basic skills areas, as well as in elective courses. Seventy-seven percent of all students are mainstream and the remaining students are diagnosed as learning disabled, so that the academic program design of an individualized curriculum is particularly useful and necessary, in order to meet State requirements for special education students.

A new component was added to the SY '85-86 academic program. AYOS acquired computer terminals and softward for student use. Interestingly, the special education students demonstrated a greater level of readiness for introduction to and use of the computers as learning tools. Mainstream students received only a preliminary introduction to computers. It is planned that in SY '86-87 the mainstream students will be ready to work with computers in late Fall.

SPECIAL EDUCATION

The program served 24 special education students, or 22%

of the student population. Each student had an Individual Education Plan (ISP) which was followed by the special education teacher. Several students' IEP's prescribed mainstream activities.

The goal of the school for these students who demonstrated many of the same behaviors as mainstream students, was to stringently adhere to the IEP and to enhance learning styles for special education students by providing shared learning activities for both mainstream and special education students. To that end, all students were mainstreamed one half day, every day, for two nine-week periods. While participating in mainstream activities special education students attended all field trips, speaking events, and all other special activities.

In addition to in-house monitoring of special education students the coordinator of special education for the school district closely monitors the progress of these students.

MAINSTREAM CURRICULUM

As stated above, the curriculum is designed to allow students to learn at their own pace and at the student's specific skill level. Built into the individual program are activities that all students can use as resources in completing their learning packets. Below is a description of courses taught and a list of the speakers who came to the school to make presentations. Since the academic program

also focuses on behavior, there is a description of the manner in which behavior is figured as a part of the overall grading system.

1. General Mathematics 1-2 or 3-4

This class was taught as an individualized course Each student was tested when enrolled in class and assigned work according to competentcy needs. Each day the students worked on individual packets for 40 minutes. Twice a year post-tests were given to evaluate progress; in January at the end of the 1st semester and again in June.

2. Social Studies 1-2 or 3-4

This course covered current history. Students examined the events taking place in the world and their position in history and looked at the history of the events and options for the future. The specific courses covered this year were: the Israeli-Palestinian Conflict, Mid-East Crisis, Vietnam War, political problems in Latin America, the Libyan Conflict, nuclear war, political and social events in South Africa, politics in the Phillippines, current issues, and geography of the areas in question.

3. Developmental Reading

This course covered practical aspects of reading aloud, comprehending what is read, etc. It also covered learning how to spell and increase vocabulary skills.

4. English 1-2

This class covered the basics of English. Students learned the parts of speech, sentence structure, punctuation,

grammar and usage. These students also wrote and edited their own essays.

5. English 3-4

This class was creative writing. The students were required to write at least 3 times a week, to edit their own papers, to help another edit their papers, and to rewrite their work until it was acceptable. Any weakness in skills was noted and lessons planned to help students gain competencies.

6. English 5-6

This course was simply a literature course. The student was given time to read and analyze American and English literature.

7. General Science

There were four topics covered this year in science. Genetics, zoology of vertibrates, botany, and earth science.

8. Life Planning

This course presented the information that young people need to help make critical lifetime decisions about themselves, their sexuality, their future, and their families.

9. United States Geography

To give students an understanding of their position in the overall scheme of things, we presented an indepth look at the political and physical geography of our country.

10. Vocabulary Development

To increase the vocabulary awareness of our students, we begin to focus on words, how they relate to each other,

how the root word relates with other words, the prefixes and suffixes and what they can indicate, how words change when using prefixes or suffixes, meaning of words, understanding words from context, etc.

11. Economics

This class was added the last term to accommodate a senior needing this credit. It was individualized and self-directed. The student read independently and took all tests after the chapter.

12. Physical Education

On Friday morning, the school went to Matt Dishman Community Center to have a PE class. The requirements for this class were to come dressed appropriately, to do all stretching exercises, to run laps around the gym, and to participate in the activity of the day.

SPECIAL CLASS

The hours between 2:30 and 4:00 were set aside daily for students who needed extra help or time. This allowed students who were behind in their work or needing to make up classes. Under supervision of staff, the students completed past due assignments and made up any class that they might have missed. This class proved to be very successful in aiding students to earn credit.

EVALUATION

Evaluation is based not only on academic skills, but

also upon behavior. 50% of the final grade is based on a behavior grade. Behavior grades are assigned once a week. A student can earn up to 10 points a week and 100 points a term for behavior. This then is assigned a percentage as in the academic grades.

90-100% = A
80- 89% = B
70- 79% = C
60- 69% = D
0- 59% = F

When academic grades were figured at the end of the term, these behavior grades were then added and an average figured for both grades which became the final grade.

SPEAKERS

Cora Smith spoke to the class in November about modeling and a modeling career.

Joe Smith, a Portland attorney, came in to give a presentation about war. His presentation was titled "War is Obsolete".

Frances Hart, from Planned Parenthood, came in to speak about sexually transmitted diseases, their cause, symptoms, and possible cures.

James Orak and Rocky Van Mear spoke to the students in December about nuclear war.

Paulette Withrer, American Friends Service Committee, presented their view on nuclear war.

Senator Edward Fadeley, State Senator, came in January to tell

the students about State government.

Kevin Whaley, Planned Parenthood, was here in January explaining the methods of birth control.

Fayez Mohammed, Palestine Solidarity Committee, came in January to explain the situation from the Palestinian point of view in the Mid-East.

Maria A Rodriques, PSU, came in February to tell the students about minority opportunities at Portland State University.

Senator Bill McCoy, State Senator, dropped by in May to answer questions about Vietnam, Libya, and other sugjects of interest to the students.

Janice Ingersoll Williams, PIC, came in May to tell the student about summer job possibilities, give them applications for summer employment, and interview some of them for employment.

FIELD TRIPS

Other than the weekly trip to Matt Dishman, we took only two field trips this year. We went to OMSI in December to see the presentation on Haley's Comet and to the Challenge Obstacle Course at Pier Park in May.

TESTING

Pre- and post-tests conducted twice yearly revealed that 27% of all students gained as much as seven (7) points on the PIAT math test and as much as six (6) points on the PIAT reading test. The test result also showed that four students decreased by as many as 4 points in math and one student decreased one point in reading.

These results indicate that AYOS has a strong language arts and reading curriculum but may need to more carefully monitor the individual math programs of selected students.

Based on the raw data and comments by staff administering the tests, several students intentionally failed the test in math. Such behavior on the part of the student may be the result of an insecurity with the subject matter in mathematics and indicates a need for careful monitoring in the future.

The data also revealed that some students left the program before they could be post-tested so that there is no comparative data to show either a loss or gain on the reading and math tests. Although students left the program before the post-test was administered, evidence indicates that students who were enrolled for short periods of time, more frequently left the program because they were able to earn the credits they needed and because they demonstrated some degree of modification of behavior as specified in the student contract.

Overall, the testing program for SY 85-86 provided solid data to show that the structure of the curriculum is well designed for this client population.

CREDITS AWARDED

Students earned a total of 363 quarter credits in the classes listed above. Special education students earned 107 quarter credits total or 26.75 whole credits. By course, credit distribution was:

(See the following page)

CREDIT DISTRIBUTION

Social Studies	49
Math	46
Reading	43
English	48
Science	45
Electives	44
Vocabulary Development	42
Physical Education	46
TOTAL	*363 ÷ 4 = 90.75

* Special education student credits account for 107 of the 363 total.

STAFF

There are currently two certified teachers on the AYOS staff. One is the Special Education teacher. In addition to certified staff there are two teacher aides and a counselor. The Director of AYOS is also a certified teacher with a Masters Degree in Special Education and an educational background in disadvantaged youth.

Staff members bring a variety of interests to bear upon the instruction of the students. Lrine Farrell describes herself as a senior citizen. She is a resident of Northeast Portland and tutors the students in math. Ms. Farrell holds an AA degree in architecture and is an avid photographer. As an aide at AYOS, she consults with the counselor on a daily basis regarding students, introduces speakers and assists students with preparation for the math section of the GED test. Ms. Farrell has volunteered at AYOS for nine years.

The computer teacher, David Hart, is also the Special Education instructor and was instrumental in designing a curriculum for the special education students' introduction and use of computers. He was assisted by Claude Monnett, teacher aide, who coordinates recreational activities and assists with reading and vocabulary development. Monnett is a former Portland High Shool student, who has extensive experience with disadvantaged youth. Monnett has worked as a mental health aide and as a certified teacher aide.

Jeri Doty is a certified mathematics, English and Social Studies teacher and is primarily responsible for individualizing the curriculum for the students. Ms. Doty has taught for eight years at AYOS and has thirteen years in the teaching field. She conducts after-school classes, assists the counselor in ability grouping, compiles test results and generally coordinates the entire educational program at AYOS. Due to Jeri's commitment and consummate abilities as a teacher, many students attending AYOS are eventually able to transition back to their home school and eventually graduate. Of special note is the fact that Jeri introduced a critical thinking component into the AYOS curriculum, which gave rise to the student contracts, intensive counseling, journal writing -- as part of the language arts curriculum and development of positive self-esteem for students.

Abraham Demissie has seven years experience as a counselor with disadvantaged youth. Abraham has been with AYOS for 3 years and was instrumental in development of a tracking system

using the computer to record and maintain student records. Abraham is the counseling department and demonstrates a commitment to the AYOS program by going beyond his job description to monitor student behavior wherever students are in the community and at school.

TABLE 1. Area of Residence

	No.	(%)
North Portland	40	37%
Northeast Portland	67	63%
TOTAL	107	100%

TABLE 2. Living Arrangement

Mother & Father	13	12.14
Mother Only	54	50.46
Father Only	2	1.86
Mother Stepfather	4	3.73
Father Stepmother	2	1.86
Grandparents	5	4.67
Foster Home	18	16.82
Group Home	2	1.86
Relative	5	4.67
Other	2	1.86
TOTAL	107	100%

TABLE 3. Referrals by School

School	Mainstream	approx. (%)	Spec. Educ.	ap[illegible]ox.)	TOTAL	
Jefferson	53	(49)	12	1)	65	(60)
Grant	13	(12)	9	8)	22	(20)
Roosevelt	9	(8)	Ø		9	(8)
Wilson	4	(3)	Ø		4	(3)
Madison	3	(2)	1	1)	4	(3)
Franklin	1	(1)	Ø		1	(1)
Marshall	Ø		2	1.8)	2	(1.8)
Cleveland	Ø		Ø		Ø	
	83	(77.5%)	24	(22.4%)	107	

TABLE 4. Reason for Referral

Reason	Number #	Percentage %
Attendence	55	51%
Behavior	13	12
Attendence & Behavior	11	10
Expulsion	8	7
Juvenile Parole	18	17
Academic	2	2
Other	Ø	Ø
TOTAL	107	

TABLE 5. Students by Race & Gender

RACE	GENDER			TOTAL %
AfroAmerican (Black)	M	57	53%	81%
	F	30	28%	
Euro-American (White)	M	11	10%	18%
	F	8	8%	
Native American	M	0	0	
	F	0	0	
Mexican American (Hispanic)	M	1	1	1%
	F	0	0	
Asian American	M	0	0	
	F	0	0	
		*107	100%	

* Twenty students left AYOS for a number of reasons but later re-enrolled during different times during the academic year. These students are not counted in the above figures. Total SY 85-86 enrollment was 127 students.

APPENDIX B

Monthly Albina Youth Opportunity School
Attendance/Enrollment Report

Monthly AYOS Attendance/Enrollment Report

Month: _____ Year: 19___ Number of School Days: _____

1. Number of students enrolled on the first school day of this month: _____

2. Number of new students enrolled during the month: _____ Students

3. Average daily attendance (Total student days present* - total student days enrolled):

   _____ Percent attendance

4. Students exiting AYOS this month for the following reasons:

   _____ Returned to Portland Schools

   _____ Transferred to out-of-district public schools

   _____ Enrolled in GED program at recognized institution

   _____ Transferred to other educational institution (Trade School, community college)

   _____ Family moved out of district/state

   _____ Withdraw - reason unknown

   _____ Other (indicate)

5. Students who were required to make up <u>time</u> and <u>work</u> during the month to maintain their status at AYOS:

   a. Time

      . Number and percent of students who needed to make up time:

      _____ No. _____ Percent

      . Average number of minutes of make-up time of those requiring it:

      _____ Average minutes

      . Number of students who satisfactorily made up the time: _____ No.

   b. Work

      . Number and percent of students who needed to make up work:

      _____ No. _____ Percent

      . Number of students who satisfactorily made up the work: _____ No.

*Count student day present even though the student did not attend all day. Partial days of attendance will be reflected in item 5.

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